



## **ASSESSING THE IMPACT OF NON-TEST EVALUATION ON NATIONAL INSIGHT DEVELOPMENT: A TRAINING PERSPECTIVE**

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### **Abstract**

*This study aims to deeply understand the impact of non-test evaluation on the development of national awareness from a training perspective. Using a qualitative approach with a case study design, this research focuses on the experiences, perceptions, and views of training participants and trainers regarding the use of non-test evaluation. The study is conducted at several training institutions that offer national awareness development programs, with participants consisting of training attendees and trainers selected through purposive sampling. The research instruments include in-depth interviews to explore the views and experiences of participants and trainers, participatory observation to directly observe the training process and interactions that occur, and the collection of documentation such as training modules, evaluation reports, and non-test evaluation materials. The data obtained are analyzed using thematic analysis techniques to identify themes and patterns from the interviews, observations, and documentation. The findings of this study are expected to provide new insights into the effectiveness of non-test evaluation in enhancing the understanding and appreciation of national awareness among training participants. Additionally, this research aims to provide recommendations for developing more effective evaluation methods in the context of national awareness training. To ensure the validity and reliability of the research results, data triangulation is conducted by comparing and integrating findings from various data sources. The results of this study are expected to provide a comprehensive and in-depth understanding of the impact of non-test evaluation on the development of national awareness and serve as a reference for education and training practitioners in designing more effective evaluations to facilitate the development of national awareness.*

**Key words:** *Non-Test Evaluation; National Insight; Training.*

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## INTRODUCTION

The importance of having a strong and profound national insight is becoming increasingly prominent in the current era of globalization. With the growing global interconnectedness, individuals are not only required to understand local aspects but also to have a broad understanding of the global dynamics that influence their countries. National insight encompasses not only an understanding of a country's history and cultural values but also involves awareness of individuals' roles in realizing national prosperity.

In this context, the role of training becomes crucial in shaping and developing a more comprehensive national insight. Training can provide a platform for individuals to understand crucial aspects such as national identity, cultural diversity, and the challenges faced by their countries at national and international levels. Additionally, training can also help enhance awareness of national values such as unity, integrity, and social responsibility, which serve as the foundation for building an inclusive and sustainable society. Thus, through a holistic training approach oriented towards the development of national insight, individuals can become more effective agents of change in strengthening the nation's identity and contributing to sustainable national development.

Training is not only necessary to provide knowledge about history and culture but also to stimulate critical thinking, enhance creativity, and build social awareness. By engaging trainees in practical activities, research, and collaborative projects, training opens up space for a deeper understanding of national values and the challenges faced by society (Musyaddad, 2022).

The involvement of individuals in realizing national prosperity signifies that every citizen plays a crucial role in building and safeguarding national identity. In this context, training bears a crucial responsibility in guiding participants to understand and internalize this responsibility. Through effective training, participants can be empowered to actively contribute positively to their country.

Training can provide participants with a deep understanding of the significance and implications of individual responsibility towards national prosperity. This includes understanding various aspects, ranging from

participation in economic and social development to the preservation of cultural and environmental heritage. By acquiring the necessary knowledge and skills through training, individuals can recognize their role in advancing national interests and improving the overall quality of life for society. Training can also help build awareness of values such as patriotism, loyalty, and social responsibility, which are the main pillars in building a strong and sustainable national identity. Thus, through targeted and focused training efforts, individuals can be prepared to take on a more active and meaningful role in strengthening and protecting their identity and the sustainability of their country..

The role of training in developing national awareness is essential, especially in the rapidly changing era of globalization. By creating diverse and in-depth learning experiences, training plays a key role in shaping a generation that not only has knowledge of national history and culture but also a deep awareness of their identity and responsibilities as citizens. Effective training can convey national values such as tolerance, solidarity, and mutual cooperation through interactive and participatory learning methods.

Additionally, training plays a role in enhancing participants' critical thinking skills and analytical abilities, enabling them to understand national issues from various perspectives. Through group discussions, simulations, and case studies, participants can apply their knowledge in real-world contexts, understand the complexities of national challenges, and develop creative solutions to address the problems faced by the country. Thus, training not only equips participants with information but also motivates them to actively contribute to national development and maintain a strong national identity. This creates a solid foundation for the creation of a more inclusive, harmonious, and sustainable society (Budiman, Nurholis, & Erlina, 2020).

Evaluation plays a key role in assessing the effectiveness of training programs by providing a deep understanding of a program's success. While evaluations focusing on formal tests are important, they often fail to fully reflect the holistic development of national insight. Therefore, non-test evaluation becomes an intriguing alternative by offering a more comprehensive and contextual approach to measuring the impact of training on participants' understanding and national awareness.

Non-test evaluations encompass various assessment methods that offer a more holistic approach to measuring participants' understanding of national insight. For instance, through practical projects, participants can directly engage in activities reflecting the challenges and dynamics of their daily lives in their communities. In this regard, participants can apply their understanding of national values in practical contexts, such as participating in social initiatives or addressing real-life problems faced by communities.

The portfolio assessment approach enables participants to continuously reflect on their development in understanding key aspects related to national insight. By collecting and presenting their work over time, participants can demonstrate their experiences, thoughts, and reflections on relevant national issues. This allows for deeper and more sustainable assessments of participants' progress in understanding and internalizing national values.

Peer assessment is also a crucial component of non-test evaluations. By involving peers in assessing each other's work or performance, this evaluation creates a collaborative environment that facilitates valuable exchanges of perspectives and feedback. This approach not only measures participants' understanding of national insight but also fosters mutual growth and learning through collective discussions and reflections. Thus, non-test evaluations are capable of capturing dimensions that may be overlooked by formal tests and provide a more comprehensive picture of participants' development in understanding national values (Magdalena, Oktavia, Ismawati, & Alia, 2021).

In the context of non-test evaluation, the focus is on measuring holistic aspects including critical thinking skills, creativity, and empathy towards social issues. This means that the impact of training is not only assessed based on factual knowledge mastery alone but also seen from participants' ability to apply this understanding in daily life and complex national situations. This indicates that non-test evaluation expands the scope of assessment to reflect a more comprehensive and relevant understanding of participants' national and social contexts.

Non-test evaluation has become a primary concern in the context of national insight development in training. This

assessment offers a holistic approach to measuring participants' understanding and acceptance of national values. In the training perspective, non-test evaluation is not just an instrument to measure participants' achievements in terms of knowledge, but also to understand to what extent they can internalize and apply national values in everyday life. By examining the impact of non-test evaluation on the development of national insight, we can gain a deeper understanding of the effectiveness of training in strengthening national identity and promoting social cohesion in society. In this introduction, we will further explore the role of non-test evaluation in the training context and its relevance in enhancing understanding and loyalty to national values.

By expanding the evaluation approach through non-test methods, training institutions can gain a more comprehensive insight into the program's contribution to the development of national insight. However, it is important to ensure that these methods are implemented with consistency and fairness to minimize levels of subjectivity. Thus, non-test evaluation not only complements but also enriches the understanding of the effectiveness of training in shaping participants' understanding and national awareness (Herianto, Ismail, Dahlan, Basariah, & Tripayana, 2021).

Although the concept of non-test evaluation has been a growing topic of discussion, research specifically focusing on the training perspective, especially in the context of developing national insight, remains relatively limited. Therefore, the aim of this research is to evaluate the impact of implementing non-test evaluation on the development of national insight, with particular attention to the experiences of training participants.

In this study, the focus is placed on non-test evaluation in the context of training, where this approach is expected to provide a more comprehensive view of the training's impact on the development of national insight. The use of non-test evaluation here refers to various assessment techniques such as observation, projects, and portfolios, which are often considered more relevant for measuring aspects of character development and national awareness compared to conventional test methods.

This research is also directed towards filling the existing knowledge gaps in the literature on national education, especially

regarding the integration of non-test evaluation in training. By exploring the impact of non-test evaluation on the development of national insight, this research is expected to provide new insights for trainers, educators, and researchers to enhance the effectiveness of national training programs.

## **METHODOLOGY**

This study aims to deeply understand how non-test evaluation impacts the development of national awareness from a training perspective by exploring the experiences, perceptions, and views of training participants and trainers regarding the use of non-test evaluation. The research employs a qualitative approach with a case study design to gain a profound understanding of the phenomenon under investigation (Moleong, 2018). The study will be conducted at several training institutions that offer national awareness development programs, with participants consisting of both training attendees and trainers involved in these programs. Participant selection will utilize purposive sampling techniques to choose individuals with experience and knowledge related to non-test evaluation in training. Research instruments include in-depth interviews with training participants and trainers to explore their experiences and perspectives, participatory observation to directly observe the training process and interactions between participants and trainers, and documentation to collect relevant documents such as training modules, evaluation reports, and non-test evaluation materials (Creswell, 2019). The research procedure begins with a preparation phase involving the identification of relevant training institutions and obtaining permission to conduct the research, drafting interview guidelines and observation sheets, and conducting interview pilot tests to ensure clarity and effectiveness of questions. The data collection phase involves in-depth interviews with 10-15 training participants and 5-7 trainers, which will be recorded and transcribed for further analysis, participatory observation of training sessions using non-test evaluation, and collection and analysis of related documents. The data analysis phase employs thematic analysis techniques to identify themes and patterns from interview, observation, and documentation data, and data

triangulation to compare and integrate findings from various data sources to enhance the validity and reliability of the research results (Semiawan, 2021). Data analysis techniques include reading and understanding interview transcripts and observation notes, identifying codes and themes emerging from the data, organizing main themes and subthemes, and interpreting findings based on the identified themes (Gunawan, 2017).

## **RESULT AND DISCUSSION**

### **1. The Correlation between Non-Test Evaluation and the Development of National Insight**

In an increasingly rapid era of globalization, the success of a nation depends not only on economic and technological advancement but also on the level of national awareness among its populace. National insight is crucial in shaping a nation's collective identity, strengthening a sense of unity, and maintaining the sustainability of cultural values. In this context, national insight training becomes an important approach to ensuring that the younger generation has a profound understanding of national values.

Globalization brings both challenges and opportunities, and in this context, preserving national identity becomes a priority for many countries. National insight forms the foundation for social solidarity and public support for common goals. To achieve these objectives, national insight training is crucial, and non-test evaluation emerges as a potential tool to measure its impact (Siregar, 2022).

In the education sector, assessment of participants' understanding and knowledge has traditionally relied significantly on standardized testing. However, there is increasing acknowledgment by educators and policymakers of the limitations of test-based evaluations in reflecting participants' holistic development, indicating a growing interest in integrating non-test evaluation approaches to provide more comprehensive assessments.

Non-test evaluation involves various assessment methods that go beyond the scope of conventional exams, such as project-based assessments, portfolio development, presentations, and peer assessments. This approach provides a more detailed understanding of participants' abilities, skills, and competencies often overlooked in the context of standardized tests. When applied to

efforts in developing national insight, which involves fostering a deep understanding of a country, its history, culture, and social issues, non-test evaluation can play a crucial role (Pinasti, 2022).

In the training process, non-test evaluation methods provide space for participants to apply their knowledge in real-world situations. For example, group projects involving research on national history or discussions about national values can provide deeper understanding than written tests. Therefore, non-test evaluation can be an effective instrument in measuring the extent to which national insight training successfully achieves its goals.

It is important to acknowledge that non-test evaluation plays a crucial role in the context of national awareness training. This assessment method provides a holistic approach that goes beyond the limitations of standardized tests, which tend to focus solely on measuring academic knowledge in written form. Non-test evaluation in national awareness training holds several noteworthy advantages, including its ability to assess understanding of concepts, practical skills, attitudes, and national values comprehensively. Moreover, this evaluation method can better illustrate the complex and contextual aspects of national learning, providing participants with opportunities to demonstrate their understanding and skills in relevant and real-life contexts. Thus, the use of non-test evaluation can enrich the evaluation process in national awareness training and effectively support the development of participants as competent and cultured citizens.

Non-test evaluation allows for a holistic assessment of training participants. In addition to measuring knowledge, this evaluation also assesses skills such as critical thinking, creativity, and empathy towards social issues. This supports the formation of a comprehensive understanding of national identity, involving aspects that are not always measurable through test-based exams (Widiyanto & Inayati, 2023).

Non-test evaluation methods in the context of national insight training encourage participants to engage in practical activities, research, and presentations. This creates an active learning environment, allowing participants to be more involved with the

training material. This active involvement provides opportunities to develop a deeper understanding of the country and the complex issues related to it.

Non-test evaluations, such as group projects and peer assessments, actively promote collaboration and cooperation among training participants. This approach reflects the importance of unity and coordination in building a strong national identity. By collaborating in the evaluation context, participants can recognize their collective role in developing national insight (Sufya, Atho'urrohman, Zuriyah, & Basith, 2023).

Effective implementation of non-test evaluation requires sufficient resources, including time, training for educators, and supportive infrastructure. Without adequate support, the full potential of non-test evaluation may not be fully realized. Therefore, careful planning and proper resource allocation are needed to ensure the successful implementation of these evaluation methods (Betania, Nugraha, & Mutaqim, 2022).

The interview results highlight the importance of the correlation between non-test evaluation and the development of national insight. It is explained that non-test evaluation methods, such as observation, interviews, portfolio assessment, and projects, play a crucial role in measuring participants' understanding and acceptance of national values. In the context of national insight training, non-test evaluation becomes the primary instrument to assess the extent to which participants comprehend and internalize values such as tolerance, patriotism, and the spirit of mutual cooperation. Additionally, the interview also discusses the urgency of understanding the correlation between this type of evaluation and the sustainable development of national insight. The interviewee emphasizes how the results of non-test evaluations can serve as a foundation for designing more effective training programs to deepen participants' understanding of national values and strengthen their national identity.

Integrating non-test evaluation into existing curricula and educational frameworks can pose its own challenges. Careful planning and coordination are required to ensure that these assessments not only align with learning objectives but also support the development of national insight. Careful adjustments must be made to ensure that non-test evaluation

becomes an integral part of the learning process without disrupting the continuity of existing curricula.

A key role in maximizing the benefits of non-test evaluation in the development of national insight is through educator training. It is important to provide educators with professional development opportunities that include a deep understanding of various non-test evaluation methods. This training not only introduces educators to different evaluation frameworks but also provides the practical skills needed to implement these assessments effectively in the classroom. Thus, educators can become competent facilitators in guiding learners towards better national insight development (Cahayu, Sampurna, Nadira, & Risnita, 2023).

Involving participants in the preparation process is also a key component. Participants need to be provided with a clear understanding of the objectives and values of non-test evaluation. Additionally, it is important to cultivate a positive attitude towards this alternative assessment method and nurture essential skills such as critical thinking and collaboration. Through this preparation, participants can become more actively engaged in the evaluation process, understand its benefits, and acquire skills that support the development of national insight.

Another crucial aspect of the training role is to create mechanisms for ongoing improvement. This involves establishing continuous feedback and reflection systems on the effectiveness of non-test evaluation in enhancing national insight development. By monitoring evaluation outcomes, necessary adjustments can be made to ensure that the training process continues to evolve according to the needs of learners. Ongoing improvement also includes providing additional training in line with new developments in evaluation methods and education in general (Widhaningsih & Mawardi, 2021).

## **2. Challenges in Using Non-Test Evaluation in the Context of National Insight Training**

One of the main challenges in non-test evaluation is the inherent subjectivity in many of these methods. For instance, in observation, assessments often rely on the subjective interpretation of the observer regarding the participants' behavior. Similarly, in interviews,

the opinions and assessments of the evaluator can be influenced by personal factors such as preferences or subjective impressions of the participants. Even in self-assessment, participants may tend to give higher or lower ratings depending on their perceptions of their own performance. All of these factors can lead to results that may be biased or not entirely objective. Therefore, managing this subjectivity and ensuring consistency and fairness in evaluations becomes a crucial challenge in non-test assessment.

Non-test evaluation faces significant challenges arising from the subjectivity and bias inherent in its processes. Methods such as observation, interviews, and self-assessment are susceptible to the personal influence of evaluators, which can lead to results that are not entirely objective. This subjectivity can manifest in various forms, ranging from personal preferences to judgments influenced by the evaluator's experiences or background (Shobariyah, 2018).

To understand the impact of this subjectivity and find ways to minimize it, in-depth research is needed. Studies on factors that influence subjective judgment, such as cognitive biases or the halo effect, can help identify areas where non-test evaluation is prone to distortion. Additionally, research can explore strategies or techniques to reduce subjectivity in evaluation, such as using clear assessment rubrics or training evaluators to increase their awareness of potential biases.

In national insight training, where the goal is to shape a comprehensive understanding of the country's history, culture, and values, it is important to address this subjectivity and bias so that evaluations can accurately reflect participants' progress and provide constructive feedback. Thus, paying attention to and managing subjectivity and bias in the evaluation process becomes a crucial step in ensuring the effectiveness and success of national insight training.

For example, evaluators with strong personal views on certain national values may tend to grade based on their personal perceptions rather than objective criteria. As a result, participants might feel that the assessments are unfair, lose motivation, and biased evaluations could provide a misleading picture of the training's effectiveness and participants' abilities. To address these challenges, several steps can be taken, such as

establishing clear and specific assessment criteria, involving more than one evaluator for each assessment to gain diverse perspectives, and training evaluators on the importance of objectivity. Technology can also help support more objective non-test evaluations, such as using digital tools to record and analyze participants' performance. Peer assessment methods, where participants evaluate each other, can also reduce individual bias if properly supervised. Although non-test evaluations have challenges, with the right approach, this method can be very effective in assessing complex abilities and understandings that are not easily measured by standard tests, and it is essential to always strive to be fair and objective in every assessment process.

#### *Reliability and Consistency*

Ensuring the reliability and consistency of non-test evaluation methods can be a challenge. Unlike standardized tests, which provide a uniform measure of knowledge or skills, non-test evaluations can vary in interpretation and application. Reliability and consistency in non-test evaluation are crucial factors in the context of national insight training. In an effort to measure participants' understanding, attitudes, and behavioral changes, it is important to ensure that the evaluation methods used are reliable and consistent.

However, unlike standardized tests that provide consistent assessments of knowledge or skills, non-test evaluations tend to be more flexible and can vary in interpretation and application. Therefore, paying attention to the reliability and consistency of non-test evaluation methods becomes a priority in ensuring the effectiveness of national insight training, where consistent evaluation results can provide a more accurate view of participants' progress in understanding and responding to national issues.

Based on the interview, the source explained that reliability and consistency in non-test evaluations often present major challenges. This is due to the variability in assessments between different evaluators or even from the same evaluator at different times. For example, two evaluators might give different assessments for the same project due to different interpretations of the assessment criteria. Furthermore, without clear and

standardized guidelines, the same evaluator might give different assessments at different times. The impact of this lack of reliability and consistency is quite significant, as participants may feel confused and lose trust in the evaluation system, which ultimately affects their motivation and provides an inaccurate picture of the training's effectiveness and the participants' abilities.

To address these challenges, the source recommended several measures, such as establishing clear and specific assessment criteria, providing training for evaluators to ensure they understand and apply the criteria consistently, and using double assessment methods where more than one evaluator assesses each participant. The source also suggested using technology to enhance the reliability and consistency of non-test evaluations, such as utilizing digital platforms to collect and analyze assessment data and using video recording to record participants' presentations or projects for review by multiple evaluators. Although the challenges of reliability and consistency in non-test evaluations are real, the source emphasized that with the right approach and the use of technology, the quality and credibility of assessments can be significantly improved.

#### *Requires Intensive Resources*

The implementation of non-test evaluation in the context of national insight training often requires intensive resource allocation. Evaluation methods such as interviews, qualitative data analysis, and interpretation of observational findings require significant time, effort, and expertise. In the context of national insight training, where the primary goal is to foster a deep understanding of history, culture, and national values, the use of non-test evaluation becomes crucial for measuring participants' understanding and development.

However, challenges arise when the implementation of non-test evaluation requires intensive resources. Time constraints, personnel, and expertise limitations may hinder the efficient conduct of evaluations. Additionally, the costs associated with conducting interviews, analyzing qualitative data, and interpreting observational findings can be an additional burden for training organizers.

Nevertheless, it is important to remember that investing resources in non-test

evaluation can bring significant long-term benefits. By using more holistic and in-depth evaluation methods, national insight training can provide participants with deeper and more sustainable understanding. Therefore, while requiring intensive resources, the implementation of non-test evaluation can be a valuable investment in achieving comprehensive goals of national insight training.

Based on the interview results, it is explained that the process of non-test evaluation requires more time compared to written tests. For example, conducting in-depth interviews or observing participants' behavior in various situations requires significant time. Additionally, assessing portfolios or projects also requires time to read, evaluate, and provide constructive feedback. Non-test evaluation also requires assessors who have specific competencies and experience, which necessitates additional training that consumes time and costs.

The impact of this intensive resource requirement is significant, such as a decrease in evaluation quality and the risk of inaccurate assessments. One recommended solution is to ensure adequate resource allocation from the outset, including budgeting for assessor training and using technology to enhance efficiency. Additionally, collective assessment methods or peer assessments can serve as alternatives to alleviate the burden on assessors, although strict supervision is required to ensure fairness and objectivity. The interviewee also emphasizes that despite the intensive resource needs of non-test evaluations, the obtained results can be highly valuable in providing a more comprehensive understanding of participants' comprehension and internalization of national values. Therefore, continually seeking ways to improve the efficiency and effectiveness of non-test evaluations is crucial.

## CONCLUSION

In the era of globalization, the success of a nation depends not only on economic and technological advancements but also on the level of national consciousness of its society. National insight becomes crucial in shaping collective identity, strengthening solidarity, and preserving the sustainability of cultural values. National insight training is important to ensure that the younger generation has a

profound understanding of national values. Globalization brings both challenges and opportunities, and maintaining national identity becomes a priority. In this context, non-test evaluation becomes an important tool to measure the impact of national insight training. This evaluation involves assessment methods that go beyond conventional exams, providing detailed insight into participants' abilities often overlooked in standardized tests.

Non-test evaluation, such as group projects and peer assessments, provides space for applying knowledge in real-world situations. This effectively measures the success of national insight training. Non-test evaluation also provides a holistic approach by assessing critical thinking skills, creativity, and empathy. Although non-test evaluation has its advantages, subjectivity may pose a challenge. Therefore, clear assessment guidelines involving trained assessors are necessary. Implementing non-test evaluation requires sufficient resources, including time, educator training, and supportive infrastructure.

Integrating non-test evaluation into the curriculum requires careful planning and coordination. Involving participants in preparation and engaging trained educators are key to its success. The development of sustainable improvement mechanisms is needed to ensure the effectiveness of non-test evaluation in national insight development. By overcoming various challenges and allocating investment in training initiatives, educational institutions can optimize the benefits of non-test evaluation. As a result, this can shape informed, engaged citizens ready to make significant contributions to society. Thus, the integration of non-test evaluation can positively contribute to the formation of strong citizenship in the era of globalization.

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